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ABSTRACT

This abstracted search reviews 42 documents retrieved from the ERIC collection, Dissertation Abstracts, and the journal literature, and covers techniques and school programs for education and prevention of drug abuse. (CJ)

ED 061566

searchlight

Relevant Resources in High Interest Areas

4R

RETROSPECTIVE SEARCH

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Counseling for Drug Abuse

Compiled by Mary Jane Kidder

October 1971

This search reviews techniques and school programs for education and prevention of drug abuse.
(42 document abstracts retrieved)

$1.00

CG 400 056

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Introduction

This information packet is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE) from January 1967 through June 1971, in Dissertation Abstracts International from January 1968 through June 1971, and in ERIC's Current Index to Journals in Education (CIJE) from January 1968 through June 1971.

Ordering Instructions

Searchlight has attempted to give availability for all materials listed in this packet. In most cases, it is possible to obtain a personal copy of the title listed. The sources fall into three groupings:

ERIC Documents

References in this search for which an ED (ERIC Document) number is given may be ordered from the ERIC Document Reproduction Service (EDRS). Copies are available in either hard (photo) copy or in microfiche form. The microfiche require a special machine for use. To order any of the ED materials, please refer to the ERIC Reports Order Blank at the back of this packet.

Doctoral Dissertations

All dissertations listed in this search have been drawn from Dissertation Abstracts International, a publication of University Microfilms. They are available on microfilm (MF) at $4.00 per dissertation, or in bound photo copy (X) at $10.00 per dissertation from University Microfilms.

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Journal Articles

Journal articles are available from the original journal in library or personal collections. Refer to the entry for volume and page designations.

ERIC Documents

ED 023 127 CG 003 049
Bibliography [On Drugs].
National Association of Student Personnel Administration, Detroit, Mich.
Note–6p.

Descriptors–*Drug Abuse, *Drug Addiction, *Drug Legislation, Health Education, Narcotics
A bibliography of materials on drugs is presented. The book and paper back entries are annotated. Selected technical references are listed under these major findings: (1) dependency, (2) barbiturates, (3) amphetamines, and (4) general pharmacology. (PS)

ED 030 930 CG 004 167
Brayer, Herbert O.
Drug Abuse--A School Disaster and A Problem for Guidance.
American Personnel and Guidance Association, Washington, D.C.
Pub Date 2 Apr 69
Note—12p.; Paper was presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, April 2, 1969.

Descriptors—*Counseling, *Counselor Functions, *Drug Abuse, *Drug Addiction, Educational Policy, Parent School Relationship, Parent Student Relationship, Rehabilitation, School Community Cooperation, *Secondary School Students, Student Personnel Programs, Therapeutic Environment, Youth Problems
Drug abuse is an increasingly common problem that must be faced by the school and community. Since counselors have a great deal of responsibility in working with students who abuse drugs, more effective ways of handling this problem need to be considered by them. The first part of this paper is concerned with a plan for working with the secondary school student who has been "busted." The six roles and functions of counselors organized by Dr. Harold Richardson have been redefined specifically for counselors with the above problem. Practical suggestions are included with each role discussion. The second part of this paper presents a new approach to dealing with drug abuse. A written contract, signed by student and parents would set up a "Plan for Therapy" for both student and parent. Specific methods for carrying out the contract are included, as well as alternatives if the contract is broken. This plan has the salutory effect of combining joint responsibility of parents, community, school, and student in a positive approach with more realistic therapeutic results than present plans. (SJ)

ED 048 010 SE 010 975
Dean, T. C. And Others
Procedural Guide for Drug and Narcotic Education, Kindergarten - Eight.
Phoenix Elementary School District 1, Arizona.
Pub Date 70
Note—101p.
Available from—Phoenix Elementary School Dist. 1, Phoenix, Arizona 85004 ($4.00)
HC Not Available from EDRS.
Descriptors—Curriculum Guides, *Drug Abuse, *Elementary Grades, *Health Education, Instruction, Narcotics, Resource Materials, *Teaching Guides
The presentation of timely factual knowledge concerning drug abuse is the goal of this teacher's guide for drug education. It is designed as an open-ended guide to aid the teacher in the molding and changing of attitudes toward drug abuse. Categories of topics include: emergency procedures; vocabulary--both technical and jargon; drug pharmacology for hallucinogens, sedatives, stimulants, narcotics, volitale chemicals, alcohol, and tobacco; legal ramifications; teaching techniques and positive attitudes for drug education; suggestions and topics for grade-level discussion (K-8); resource people; and a bibliography of books, pamphlets, and films. Also provided is a chart listing drugs, medical uses, symptoms produced, and their dependence potentials. [Not available in hardcopy due to marginal legibility of original document.] (BL)

ED 032 569 CG 004 377
Demos, George D.
Counseling with the Drug Abuser.
California State Coll., Long Beach.
Pub Date [69]
Note—8p.

Descriptors—Behavior Change, *Counseling Effectiveness, *Counseling Programs, *Drug Abuse, Drug Addiction, *Self Concept, Students, *Youth Problems
Counselors, in the past few years, have had to work with a great many drug abusers. While successes are difficult to evaluate, the failures are glaringly evident. In a search for a more effective method of working with drug abusers, 12 questions were devised. These are self-evaluative and directed at the counselor. If a counselor can openly and honestly answer positively to them, perhaps he is ready to counsel with youthful drug abusers. As with so many youthful clients, the counselor visualizes a great part of his role as centering around changing their self-concept. It seems that so many of the young drug abusers see themselves in a non-performance role, and it is the counselors' job to help them see themselves as people who can and do perform. Some suggestions are offered for effecting the desirable change in self-concept. The use and dangers of confrontation as a therapeutic tool is discussed. A counselor is attempting to help the drug abuser find a more effective, healthy way to mature which can lead to positive and constructive change in self-concept. (SJ)

ED 042 219 24 CG 005 800
The Development of a Curriculum for Teaching Elementary and Secondary School Children the Dangers Inherent in the Use and Abuse of Dangerous Drugs. Final Progress Report.
Laredo Independent School District, Tex.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-9-G-067
Pub Date 30 Sep 70
Contract—OEC-7-9-530067-0123-(010)
Note—545p.; Second Edition

Descriptors—*Curriculum Development, *Curriculum Guides, *Drug Abuse, Elementary School Students, Instructional Materials, Secondary School Students, *Social Problems, *Teaching Guides
This very extensive guide, designed in large measure by classroom teachers and meant for use by classroom teachers, is one community's response to its drug problem. The completed guide, however, is designed for adaptation throughout the nation and in foreign countries. Material is offered for different school levels, with the primary grades receiving information introduced by the classroom teacher, focusing on mental health and character development. The concept of drugs as medicine and narcotics is presented at the upper elementary level. The approach in the secondary grades is through the established curriculum with units offered in English, Mathematics, Science, Health and Physical Education and Social Studies. Specific yet flexible guidelines are included at each grade level to help establish objectives, create motivation, and provide activities for enrichment and reinforcement. Glossaries and factual information which can help answer questions often asked are included, as well as letters to committee members and parents. (CJ)

ED 046 013 CG 006 075
Drug Abuse Control--Administrative Guidelines.
Los Angeles City Schools, Calif.
Pub Date 70
Note—21p.
Available from—Robert E. Kelly, Superintendent of Schools, Los Angeles City Schools, Los Angeles, California (No price quoted)

Descriptors—Administrative Principles, *Drug Abuse, *Drug Addiction, Elementary Schools, *Guidelines, Lysergic Acid Diethylamide, Marihuana, Narcotics, *Program Development, *School Policy, Schools, Secondary Schools, Socially Deviant Behavior, Student Behavior, *Student Problems
These guidelines were developed to assist administrators, teachers, and other staff members of the Los Angeles Public Schools in the formulation of an effective program designed to alleviate drug abuse. Staff responsibilities are spelled out. Specific attention is directed to the problems of drug abuse, drug possession and drug selling. The concluding section of the guidelines describes and pictures narcotics, dangerous drugs and other harmful substances, and lists their corresponding slang terms, properties, methods of use and effects. (TL)

ED 048 016 SE 010 986
Drug Abuse Education, A Curriculum Guide, Levels Kindergarten Through Twelve.
Clark County School District, Las Vegas, Nev.
Pub Date 69
Note—219p.
Available from—Clark County School Dist., Las Vegas, Nevada 89101 ($3.00)
HC Not Available from EDRS.
Descriptors—Curriculum Development, *Curriculum Guides, *Drug Abuse, Educational Programs, Elementary Grades, *Health Education, *Instruction, *Resource Materials, Secondary Grades, Teaching Guides
The information in this guide has been compiled to provide the teachers of the Clark County School District with a teaching resource for drug abuse education. Grade levels are divided as K-3, 4-6, 7-9, and 10-12 with behavioral objectives for the drug abuse education program stated for each level. Fact sheets for pertinent topics are provided giving teachers readily available data for their classroom preparation. Accompanying these are an outline of component ideas, suggested methodology, and suggested multi-media approaches. Contained in the bibliography is a wide range of books, pamphlets, booklets, serial publications, journal articles, school syllabuses, films, and resource agencies for drug abuse education. The appendix has a guide to some common drugs which are subject to abuse, a glossary of narcotic slang, and state drug statutes. [Not available in hardcopy due to marginal legibility of original document.] (BL)

ED 048 009 SE 010 974

Drug Abuse Education, A Multiple-Approach Curriculum Guide and Resource Materials for Grades K-12.

Dallas Independent School District, Tex.
Pub Date 70
Note—159p.
Available from—Dallas Public Schools, Dallas, Texas 75204 ($3.00)

Descriptors—*Behavioral Objectives, *Curriculum Guides, *Drug Abuse, Elementary Grades, Health Education, Instruction, *Learning Activities, *Resource Materials, Secondary Grades

This tentative curriculum guide and resource materials publication is designed to aid teachers in using a multi-media approach in presenting a drug abuse education program. It is intended that the material be interwoven into all current curriculum structures, rather than presented as individual and separate units. The K through 12 curriculum is divided into four groupings: grades K-3, 4-6, 7-9, and 10-12. For each group of grades, the guide presents an overview of the problems, general objectives to attain, and numerous behavioral goals with accompanying activity suggestions to achieve them. The enlarged appendix contains a history of drug abuse, resource agencies for drug information, physiological and psychological facts about drug abuse, two glossaries of technical and slang terms, drug laws, a pupil survey blank, suggested films and filmstrips for drug abuse education, and a list of books, pamphlets, and paperbacks. (BL)

ED 038 660 CG 005 152

Drug Abuse Education Program. Drug Abuse Education, Grades 5,7,9. Bibliography Included.

Baltimore City Public Schools, Md.
Pub Date 69
Note—58p.

Descriptors—*Decision Making, Decision Making Skills, *Drug Abuse, *Education, *Health Education, Lysergic Acid Diethylamide, Marihuana, Narcotics, Problem Solving, Socially Deviant Behavior, Social Problems, Student Problems, Student Subcultures, *Youth Problems

A drug abuse education program was implemented in grades five, seven, and nine in the Baltimore City Public Schools. Unit plans outline the curriculum content and learning activities for each of the three grades. The major objective in grade five is to familiarize pupils with various medically used drugs and to develop an understanding that they may be both beneficial or harmful according to the way they are utilized. In grade seven the pharmocology of drugs is studied in greater detail and an understanding of the sociopsychological aspects of drug usage is developed. The role of effective interpersonal relationships in preventing drug abuse is also stressed. In grade nine drug abuse is studied as a community problem and the topics include: (1) a description of medicinal uses of, and abuse reactions to depressants, stimulants, hallucinogens, narcotics, and solvents; (2) drug dependence and tolerance; (3) drug laws and regulations; (4) rehabilitation; and (5) decision-making processes. Throughout the program the students are recognized as participants and are encouraged to share ideas, think logically, and arrive at valid conclusions. Particular stress is placed on teaching young people how to make wise decisions. A bibliography for further reading on the subject is included. (RSM)

ED 047 430 24 EA 003 413

The Drug Problem and the Schools. ERIC Abstracts Series, Number Sixteen.

American Association of School Administrators, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.
Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
Bureau No—BR-8-0353
Pub Date Mar 71
Contract—OEC-0-8-080353-3514
Note—24p.
Available from—American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.00, quantity discounts.)

Descriptors—*Abstracts, *Bibliographies, *Drug Abuse, *Drug Addiction

ERIC abstracts on the drug problem and the schools, announced in RIE through December 1970, are presented. The key terms used in compiling this collection are "drug abuse" and "drug addiction." The following information is presented for each document: Author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price and availability, and abstract. A subject index is cross-referenced with the document listing. (RA)

ED 030 913 CG 004 011

Fort, Joel

Social Problems of Drug Use and Drug Policies.

San Francisco State Coll., Calif.
Pub Date [68]
Note—14p.

Descriptors—*Drug Abuse, Drug Addiction, *Drug Legislation, Health Education, Lysergic Acid Diethylamide, *Social Problems

The social and legal policies that control or prevent the use of mind-altering drugs are the main cause of the social problems arising from their use. The existing policies are ineffective: the wrong drugs receive the most attention and laws are directed at the wrong phase of the cycle of promotion, distribution and use. The following reforms are suggested: (1) legal penalties to control manufacturing and distributing of these drugs, (2) a ban on advertising of drugs, (3) reinstitution of probation, parole and suspended sentences for drug offenders, (4) permission for doctors to treat users, and (5) an end to the status of "crime" for using drugs. It is concluded that: (1) drug users should have available comprehensive outpatient public health programs, (2) educational programs that present the facts about and possible risks involved in using drugs should be made available to students and the public, (3) the Federal Bureau of Narcotics and other drug police agencies should be closed, and (4) we must attack the roots of drug use by improving the quality of American life and society. (Author/LS)

ED 040 135 SP 003 907

Glovinsky, Sanford J.

Sex Education, Black Studies, Drug Abuse: A Survey of Existing Programs in 4 Counties in Southeastern Michigan.

Wayne County Intermediate School District, Detroit, Mich.
Pub Date Apr 70
Note—30p.

Descriptors—*African American Studies, *Curriculum Research, *Drug Abuse, *Integrated Curriculum, *Sex Education

A questionnaire was sent to 100 school districts (97 public and three parochial) in southeastern Michigan in an attempt to determine to what extent sex education, black studies, and drug abuse have been included in the curriculum and to provide data to help in establishing new programs. Ninety-six replies were received and the data was categorized as 1) formal system-wide; 2) in planning; 3) integrated, i.e., forming part of other existing courses such as physical education, science, sociology, etc. Seventeen tables give the detailed results of the survey and appendixes list the central offices contacted and include the questionnaire, cover letter, and follow-up letter. (MBM)

ED 044 712 CG 005 929

Gordon, Paula, Comp. And Others

Guide to Ideas on Drug Abuse Programs and Policies.

Committee for Psychedelic Drug Information, Berkeley, Calif.
Pub Date Aug 70
Note—68p.
Available from—Committee for Psychedelic Drug Information, P. O. Box 851, Berkeley, California 94701 ($2.50 per copy)

Descriptors—Counseling, Counseling Effectiveness, Curriculum Design, *Curriculum Development, Curriculum Planning, *Drug Abuse, Drug Addiction, *Drug Legislation, Health, *Health Education, *Program Planning, Socially Deviant Behavior

The "GUIDE" was conceived as a way of accelerating the process of finding and working out viable approaches to solving the drug abuse problem. Policy changes are suggested which would recognize the necessity of medical and educational interventions. The wide variety of material, which was compiled, included: (1) summaries of currently operating drug abuse programs; (2) ideas concerning the use of media in drug abuse education efforts; (3) the utilization of former drug users in drug abuse programs; (4) tips on counseling techniques; (5) a summary and budget for a high school drug abuse counseling program; and (6) an outline of an M.A. curriculum for drug abuse education. (TL)

ED 044 741 CG 006 034

Herzog, Elizabeth And Others

Youth Reporters Discuss "Problem" Drugs. Youth Reports Number 2.

Children's Bureau (DHEW), Washington, D.C.
Pub Date 70
Note—52p.
Available from—Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402 ($0.50 per copy)
HC Not Available from EDRS.

Descriptors—*Drug Abuse, Drug Addiction, *Health Education, High School Students, *Knowledge Level, *Parent Role, Social Problems, *Student Attitudes, Student Opinion

This report on drugs is based on mail responses received from urban and suburban high school students enrolled in college preparatory courses. The questions asked of these students included: (1) how do teenagers feel about the use of the various kinds of drugs by people their age? (2) what makes some teenagers use such drugs? (3) what keeps some teenagers from using them? and (4) should adults take steps to discourage the use of drugs by teenagers and/or older people? Main findings of the study include: (1) at least half of respondents show some degree of information about the effect of drugs and some ability to differentiate between different kinds of drugs: (2)

almost no respondents reflected unqualified approval of drug use and drug users; (3) almost half the respondents indicated an acceptance of marijuana usage; and (4) educational campaigns designed to decrease drug use should be based on fact and evidence. (Author/KJ)

ED 043 066 CG 005 856

Kanun, Clara *Reinertsen, David*

An Evaluation of an Experimental Program on Alcoholism and Other Drug Abuse Counseling.

Spons Agency—Minnesota Univ., St. Paul.
Pub Date Aug 70
Note—53p.

Descriptors—*Alcohol Education, Alcoholism, *Drug Abuse, Drug Addiction, *Education, Educational Experiments, Educational Objectives, *Health Education, *Training, Training Objectives

The evaluation of this three-quarter experimental sequence of courses includes three phases: (1) the use of non-participant observation of the lectures; (2) a series of questionnaires periodically administered to class participants; and (3) a projected survey of class participants to assess the influence and consequences of the course experience. Two primary course goals are identified: (1) the training of counselors for the rehabilitation of alcohol and drug dependents; and (2) the informing of a broad sweep of professionals in social work, education, nursing and personnel work. A student profile at the beginning of the course showed 107 participants, ages 25-65, with varied educational and occupational backgrounds. At the end of the course only 73 remained. This information is broken down and discussed. The content of the courses taught all three quarters is presented. Problems encountered included: (1) ambiguity of course goals; (2) lack of continuity in the lectures; (3) diversity of the students with respect to prior education and experience; and (4) too broad a range of material to be treated in any depth. (TL)

ED 037 766 CG 005 118

Laing, James M.

Drug Education--Use and Abuse. A Resource Bulletin.

Contra Costa County Dept. of Education, Pleasant Hill, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 70
Note—326p.

Descriptors—Abstracts, Agencies, Annotated Bibliographies, Audiovisual Aids, *Bibliographies, Consultants, Curriculum Guides, *Drug Abuse, *Drug Addiction, Federal Aid, *Programs, *Resource Guides

The purpose of this bulletin is to identify available resources relative to drug education, and organize them into a form which can be used to pinpoint a particular service which can be addressed to a particular need. Included in the bulletin are: (1) research report abstracts; (2) programs, (3) curriculum resource guides and instructional units, (4) California agencies, (5) national agencies, (6) consultants, (7) possible federal funding sources, (8) films and filmstrips, and (9) an annotated bibliography including books, periodicals, and pamphlets. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (KJ)

ED 042 190 CG 005 692

Resource Book for Drug Abuse Education.

National Education Association, Washington, D.C.; National Inst. of Mental Health (D-HEW), Chevy Chase, Md. National Clearinghouse for Mental Health Information.; Public Health Service (DHEW), Arlington, Va.
Pub Date Oct 69
Note—120p.
Available from—Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402 ($1.25 per copy)
HC Not Available from EDRS.

Descriptors—Attitudes, Audiovisual Aids, Communication (Thought Transfer), *Drug Abuse, Drug Addiction, *Instructional Materials, Resource Guides, *Student Attitudes, Teaching Methods, *Teaching Techniques, *Workshops

This Resource Book contains summaries of factual information on drug abuse as well as techniques and suggestions that experienced drug educators have found helpful in communicating with young people who are thinking about drugs or have already experimented with them. An effort has been made to include papers by medical authorities and social scientists which reflect a range of views regarding drugs. The goal is the development of skills in the use of drug materials which will enable teachers to open up the kind of dialogue and discussion that is a prime requisite in influencing youth attitudes. A section on planning drug abuse education workshops is included. The book is divided into five parts: (1) teaching about drugs; (2) facts about drugs; (3) supplementary reports on drugs; (4) drug films; and (5) how to plan a drug abuse education workshop. Selected references are listed at the end of the book. (KJ)

ED 048 162 SP 007 049

Resource for Learning in Health Education. Grades 1-12.

Sunnyside School District, Tucson, Ariz.
Note—282p.

Descriptors—*Alcohol Education, *Curriculum Guides, *Drug Abuse, Elementary Education, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, *Health Education, Secondary Education, Smoking, *Tobacco

GRADES OR AGES: 1-12. SUBJECT MATTER: Health education, tobacco, alcohol, and narcotics. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material discusses pre-planning and the general characteristics of physical development in early school, upper elementary school, and preadolescence. The material for grades 1-3 covers the body, human growth, community health, and safety and first aid. The three major sections of the guide cover tobacco, alcohol, and drugs, each subdivided for grades 4-6, 7-9, and 10-12, with columns dealing with references, concepts, learning experiences, and information. The guide is mimeographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: The major objectives are listed at the beginning of each subsection. Suggested activities are included in the learning experience column throughout the guide. INSTRUCTIONAL MATERIALS: Films and other materials are suggested in the text. STUDENT ASSESSMENT: No provision is made. (MBM)

ED 033 428 CG 004 634

Richards, Louise G.

Government Programs and Psychological Principles in Drug Abuse Education.

American Psychological Association, Washington, D.C.; Department of Justice, Washington, D.C. Bureau of Narcotics and Dangerous Drugs.
Pub Date 3 Sep 69
Note—25p.; Paper presented at American Psychological Association convention, Washington, D. C., August 31-September 4, 1969

Descriptors—*Drug Abuse, *Educational Methods, *Educational Objectives, *Educational Programs, *Students

This paper is divided into two parts: (1) the drug abuse education activities being carried out by the various agencies that take responsibility in this area, and (2) an analysis of various kinds of efforts made in drug abuse education today and the resulting product. The definition of drug abuse education used by the author contains the following elements: reasonably accurate information on abused or illegal drugs conveyed via a psychological principle (or force) and designed to change individuals' knowledge, attitudes, or behavior in a direction desired by the educator. The three goals of the federal government's educational activities are: (1) to prevent the use of illegal and potentially harmful drugs, (2) to present enough information so that students can decide for themselves, and (3) to increase understanding of all the factors that account for drug use and related social attitudes and policy. Various methods used in drug education are explained. These include: (1) scare tactics, (2) exhortatory methods and materials, (3) professional or experiential authority, (4) increased status in a current role or a desired new one, (5) the organization and elaboration of concepts in a logical structure, (6) encounters (group techniques), and (7) humor of entertainment techniques. (KJ)

ED 046 789 SE 010 812

Roe, Michael

Drugs and the Schools, Report of a Seminar Convened by the Canadian Education Association (1st, Toronto, Ontario, June 15-16, 1970).

Canadian Education Association, Toronto (Ontario).
Pub Date Jun 70
Note—50p.
Available from—The Canadian Education Assoc., 252 Bloor St., W., Toronto 5, Ontario ($1.00)
HC Not Available from EDRS.

Descriptors—*Drug Abuse, Educational Problems, Educational Programs, *Opinions, School Community Cooperation, *School Responsibility, *Seminars, Student Problems

Contained in this report of a seminar convened by the Canadian Education Association in June, 1970, is a sampling of views and opinions of educators on the non-medical use of drugs among school-age young people. It presents a general overview of the considerations which must be taken into account before the schools can react with confidence and competence to the drug phenomenon. Principal points discussed included development of a central source for information on drugs, the role of students, educators, and outside professionals as well as the schools in helping to solve the drug problems, causes of the drug phenomenon, the need for realistic objectives, and the success of projects started in some school systems. Seminar sessions explored the schools' responsibilities and priorities, coordination of community resources, involvement of youth and parents, counseling-treatment-rehabilitation, developing school-community programs, and curriculum considerations. Delegates and program participants are also listed. (BL)

ED 044 736 CG 006 000

Selected Drug Education Curricula. A Series.

Baltimore County Board of Education, Towson, Md.; Flagstaff Public Schools, Ariz.; New York State Education Dept., Albany.; Rhode Island State Dept. of Education, Providence.; San Francisco Unified School District, Calif.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.; Office of Economic Opportunity, Washington, D.C.

Pub Date 70

Note—822p.

Available from—Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402 (Price varies per booklet)

HC Not Available from EDRS.

Descriptors—*Curriculum Guides, *Drug Abuse, Drug Addiction, Educational Resources, Elementary School Curriculum, *Health Education, Health Guides, *Learning Activities, Secondary Education, Social Problems

Identifiers—Baltimore County (Maryland), Flagstaff (Arizona), New York State Education Department, Rhode Island State Department of Education, San Francisco (California), South Bay Union School District (California), Tacoma (Washington)

These booklets contain selected drug education curricula, published by the National Clearinghouse for Drug Abuse Information. The guides include those from: (1) San Francisco, California, grades kindergarten through 12; (2) Flagstaff Public Schools, Arizona, grades kindergarten through 12; (3) Baltimore County Board of Education, Towson, Maryland, grades six, nine, and 12; (4) Tacoma Public Schools, Washington, grades six through 12; (5) South Bay Union School District, California, grades kindergarten through 12; (6) New York State Education Department, grades four, five, and six; and (7) Rhode Island State Department of Education, grades kindergarten through 12. The guides include basic concepts, learning activities, and resource materials. (KJ)

ED 044 762 CG 400 019

Sloan, Nancy E.

Personnel Services Review. Programs on Drug Use and Abuse. Series 5. Contemporary Issues in Student Personnel Work.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Nov 70

Contract—OEC-3-6-002487-1579(010)

Note—16p.

Available from—ERIC Counseling and Personnel Services Information Center, The University of Michigan, 611 Church Street, Ann Arbor, Michigan 48104 ($1.00 per copy)

Descriptors—Annotated Bibliographies, *Bibliographies, *Counseling Programs, *Drug Abuse, *Program Development, Resource Materials, *Student Personnel Work

This is one of a series which focuses on contemporary issues in student personnel work. Intended for use by counseling practitioners to aid in the development of programs and attitudes, this monograph discusses drug abuse through the exploration of: (1) models of practice; (2) some generalizations; (3) suggested courses of action; and (4) methods of implementation. An extensive list of references, many of them annotated, is included. (CJ)

ED 042 183 CG 005 672

Staats, Arthur W. And Others

Learning and Cognitive Development: Representative Samples (Reading, Number Concepts, Writing) And Experimental Longitudinal Methods. Child Learning Project. Final Report.

Hawaii Univ., Honolulu. Head Start Research and Evaluation Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Oct 69

Note—184p.

Descriptors—Arithmetic, *Basic Reading, Child Development, Cognitive Ability, *Cognitive Development, Cognitive Measurement, Concept Formation, *Experimental Psychology, *Learning Theories, Mediation Theory, Reading, Reading Ability, *Research Methodology, Writing

The monograph presents the findings of a decade long research project on the cognitive learning of children. Several other areas of general significance involved in the work are also treated. These include: (1) the importance of the work to the development of basic learning theory; (2) certain developments in methodology and in a philosophy of experimental methodology; (3) inclusion of theories of the aspects of cognitive development dealt with, e.g. Piaget; and (4) general implications for a conception of child development through learning. Recognition of the need to use the basic principles and methods of experimental psychology to study representative samples of human behavior led to the execution of the studies presented in the monograph. The four extensively described are: (1) Alphabet Reading; (2) Learning Reading Units and Classical Concept Formation; (3) Counting Learning and Counting Learning Mediated by Verbal Response Chains; and (4) Writing Learning, Imitation, and the Cognitive Learning Acceleration. (TL)

ED 042 265

Shannon, Thomas A.

Legal Position of School Personnel -- Drugs and Narcotics.

Pub Date 13 Aug 68

Note—13p.; Paper presented at San Diego State College Drug Abuse Workshop (San Diego, California, August 12-23, 1968)

Descriptors—Discipline, *Drug Abuse, *Drug Legislation, Expulsion, *Health Education, *School Law, *School Policy, State Laws, Suspension

California educators have been given broad discretionary powers to control students who misuse drugs or narcotics, and to develop drug education programs. This paper outlines and discusses legislation dealing with disciplinary actions against drug offenders, and delineates school responsibilities for developing and implementing effective drug education programs. (LLR)

ED 046 059 CG 006 151

A Survey of Secondary School Students' Perceptions of and Attitudes Toward Use of Drugs by Teenagers. Part I, Part II, Part III.; A Survey of Secondary School Teachers' Perceptions of the Role of the Schools in Dealing with Teenage Drug Use. A General Overview of Survey Findings.

Montgomery County Public Schools, Rockville, Md.

Pub Date 70

Note—354p.

Descriptors—*Drug Abuse, *Health Education, Lysergic Acid Diethylamide, *Marihuana, Public Health, *School Surveys, *Secondary School Students, Student Attitudes, Student Behavior, Student Needs, *Student Opinion, Student Problems, Student School Relationship, Surveys

Three volumes report the findings of a student survey among a random sample of 2,777 junior high and senior high school students. Volume one presents the overall findings: the typical student believes that drug use and experimentation are not common, except for marihuana, alcohol, cigarettes, and glue; believes that drug use is increasing; is not fully convinced of the dangers; may well try drugs some day; and both needs and wants instruction. Volume two, an analysis of the data about students' self reports regarding involvement with marihuana, indicates that "users" view the teenage drug scene very differently from "non-users". This is elaborated upon. In the third volume, data was used for developing a procedure for comparing climate for drugs among different groups of teenagers living in different neighborhoods and attending different schools. A survey given to teachers indicated that they feel that the school, the home, public health agencies and other social institutions should share the responsibility for drug education, and are committed to a school program of instruction as a major response to the problem. (TL)

ED 032 570 CG 004 381

Swisher, John D. Horman, Richard E.

Evaluation of Temple University's Drug Abuse Prevention Program.

Temple Univ., Philadelphia, Pa.

Spons Agency—Department of Justice, Washington, D.C.

Pub Date Sep 68

Note—71p.

Descriptors—Changing Attitudes, College Programs, College Role, *Drug Abuse, *Evaluation, *Health Education, *Prevention, *Program Descriptions, Program Development, Programs, Reports

Temple University's concern for the problem of drug abuse culminated in a Retreat on the Hazards of Drug Abuse. Participants were undergraduates, graduates, and staff. An evaluation design, involving pre- and post-testing, had previously been designed to test for information gains and attitude changes. A followup was designed to focus on participants' activities related to drug education. A control group was established to determine conference effects on participants. Based on evaluation results, the following were concluded: (1) information gains were significant as a result of the conference, (2) attitudes of undergraduates were altered favorably, particularly on the use of marijuana, (3) participants were stimulated to acquire and disseminate additional information on drug education, and (4) the conference format was considered appropriate by the participants. The success of the program has led to establishment of the Drug Education Activities Project to provide drug education, referral, and research services. Samples of pre- and post-tests, plus data tables are appended. (Author/CJ)

ED 031 728 CG 004 200

Bibliography for Drug Abuse and Narcotics.

SCOPE, Stony Brook, N.Y.

Pub Date [68]

Note—47p.

Descriptors—*Bibliographies, *Community Education, *Drug Abuse, Drug Addiction, Health Education, *Narcotics, Schools, Socially Deviant Behavior, Students, *Youth

The material presented deals with the many facets of: (1) drug abuse, (2) drug addiction, (3) treatment, (4) alcoholism, (5) glue sniffing, (6)

narcotic laws, (7) drugs and youth, and (8) the kinds of drugs used. The types of materials listed are: (1) pamphlets, (2) lay periodicals, (3) periodicals and professional articles, (4) books, and (5) educational information agencies. All entries date from 1926 to 1968. Short annotations are included for some of the references. The research reported herein was funded under Title III, Elementary and Secondary Education Act, PL 89--10. (EK)

ED 048 024 SO 000 514

Youth and Drugs: A Unit on Drug Abuse for Grade 10.

Montgomery County Public Schools, Rockville, Md.
Pub Date Aug 70
Note—65p.
Available from—Montgomery County Public Schools, Division of Supply Management,
Descriptors—*Drug Abuse, Grade 10, *Learning Activities, Lysergic Acid Diethylamide, Marihuana, Multimedia Instruction, Narcotics, *Physiology, Resource Guides, Secondary Grades, Social Factors, *Social Studies Units, *Teaching Guides

The basic intent of this two-week unit is to help students become aware of the physiological, sociological, and legal aspects of drug use. An effort has been made to avoid being moralistic, in providing the student with the latest information so that he can arrive at intelligent decisions. This teaching guide is divided into topical outlines: the individual, the family, and the community and society. Each section contains objectives, generalizations, suggested activities and procedures from which to choose, bibliographic sources, and methods for evaluation of student understandings. A resource section includes: pretest on knowledge of durgs, an attitude inventory, suggestions for brief lectures, fact sheets, and a guide to multimedia resources. The teaching unit is intended to be used in conjunction with the other three parts of the unit: Teacher's Packet, Box of Resource Materials, and Books and Pamphlets. (JLB)

Journal Articles

Flegle, Jan. *Generalizations About Drug Education.* National Catholic Guidance Conference Journal, 1971, 15(4), pp266-272.

The report is a bibliography and a review of the literature on drug education. It contains generalizations founded on the opinion of experts as well as the experiences of school systems attempting to add programs to their curriculum.

Holt, Irving. *The School Counselor and Drugs.* School Counselor, 1969, 17(1), pp14-17.

The use of marijuana and other drugs is becoming more commonplace in junior and senior high schools. The counselor has the responsibility of informing himself, faculty members, parents, and students about the dangers inherent in the use of drugs. He should accomplish this without moralizing, threatening, or employing scare tactics.

Hozinsky, Murray. *Is Drug Education Useful?* National Catholic Guidance Conference Journal, 1971, 15(4), pp250-253.

The author contends that the overall effect of drug education has not produced a discernible reduction in drug use. Schools can be of aid to students by proper selection of resource people, committed to self-preparation and growth.

Kremer, Bruce J. *The Chemical Cop-Out and the Concerned Counselor.* National Catholic Guidance Conference Journal, 1971, 15(4), pp222-226.

The author discusses the necessity of a shift of emphasis in drug education programs. This shift, from drug facts toward the meeting of human needs, involves attending to the school and community environment as it impinges upon youth.

Laria, Joseph. *Drug Education and Prevention: A Human Relations and School Community Approach.* National Catholic Guidance Conference Journal, 1971, 15(4), pp262-265.

Lawler, John T. *Peer Group Approach to Drug Education.* Journal of Drug Education, March 1971, (1), pp63-76.

The peer group appraoch is based on the fact that students are very much influenced by their peers. It is founded in the exchange of information, debated facts, group involvement, and interactions between students where honesty and concern guide the confrontation. With prevention of drug abuse as its main thrust, Monticello's (New York City) program had as its goal to increase the amount and degree of interpersonal relationships and communication among and between members of its total community, thereby developing positive attitudes and knowledge about the use and abuse of drugs.

Miller, Martin. *Drug Education: A Re-Evaluation.* Journal of Drug Education, March 1971, 1(1), pp15-25.

Drug use by students has catapulted educators into the need to cooperate with students in the development and execution of meaningful curricula in health education. Based on this need to re-evaluate the methodology of health education, the Carmel Central Schools (Carmel, New York) embarked on a student centered, created and executed program. Students were

trained to develop a curriculum and to teach it. These students also trained selected leaders in each health class to run their own micro-group discussion. The role of the teacher became that of a resource person. The essence of the program lies in its concept of giving students the material, but allowing them to make their decision.

Moskowitz, Ronald. *Leaving the Drug World Behind.* American Education, 1970, 6(1), 3-6.
A counseling program to help high school drug addicts kick the habit met with extraordinary success in a California coastal town.

Plesent, Emanuel. *A Community and its School's Efforts to Understand and Deal with Drug Abuse.* Journal of Drug Education, March 1971, 1(1), pp85-91.
This article details the step-by-step evolvement of a community and school district's efforts to deal with problems of drug abuse. The efforts included establishment of a community organization and facility; use of youth group leaders; education of teachers, parents and students; and liaison with various community health agencies. A major effort was made to get youth involvement in all stages of development of the programs.

Penner, Wes. *Counselors in the Adolescent Drug Scene.* Canadian Counselor, 1970, 4(2), pp131-133.
A discussion of the approaches the professionals use in helping drug abusers.

Rivkin, Lawrence S. *Dealing with Drugs.* Journal of Drug Education, March 1971, 1(1), pp33-47.
This article describes how one person became involved as a resource to a health education teacher and several seventh grade health classes. The involvement resulted in the production of two films based on these class experiences. Information described includes: (1) how working with students helped to refine the content materials for the films; (2) how the films were produced; and (3) the basic content of the films themselves. In this latter context, much basic drug information is discussed throughout the article, from marijuana to solvents to hallucinogens.

Siegler, Daniel T., and Kremer, Bruce J. *Good God, It's Dope!* National Catholic Guidance Conference Journal, 1971, 15(4), pp254-261.
"Good God, It's Dope!", a unique questionnaire, is presented along with scoring information. It was developed to help school personnel cope successfully with one of the questions they face with regard to drug abuse, namely: How much and what kind of drug education shall we provide for students in our school?

Tobias, Jerry. *The Role of the Guidance Counselor in Dealing with Drug Abuse.* National Catholic Guidance Conference Journal, 1971, 15(4), pp234-239.

The author takes issue and places marijuana among perhaps the more dangerous drugs. He then highlights the role of the counselor in the community setting and as the link between students, teachers, administrators and parents with information about drugs and their associated problems.

Winston, Sheldon L. *The Drug Counseling Workshop: A New Resource for Schools.* Journal of Secondary Education, 1969, 44(8), pp352-353. Describes workshop for students and their parents, led by school staff member, which discusses medical and legal aspects of drugs, and mutual attitudes of parent and child.

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